DOCUMENT RESUME

ED 084 152 SE 016 901

TITLE	Council of Europe News-Letter 4/73.
INSTITUTION	Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.
PUB DATE	73
NOTE	33p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Education; Educational Change; *Educational Policy; Educational Programs; Expenditures; *Higher Education; *Newsletters; Organizational Change; Preschool Programs; Teacher Education
IDENTIFIERS	Council of Europe

ABSTRACT

Excerpts from four documents on national education policy are reprinted in this newsletter. The two papers written in English include the United Kindgom's government white paper, "Education: A Framework for Expansion," and a summary of the report of Sweden's U68 Committee on Higher Education. The other two papers are written in French and are concerned with the Swiss committee report on secondary education of the future and the Netherlands' draft bill on development of higher education. (DT)

FILMED FROM BEST AVAILABLE COPY

NEWS-LETTER
FAITS NOUVEAUX

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 084152

4/73

Documentation Centre for Education in Europe
Centre de Documentation pour l'Education en Europe

SE 016 901

N° 4/1973

August / Août 1973

SPECIAL ISSUE

There being little to report during the vacation period, each year's fourth issue of News-Letter/Faits Nouveaux is traditionally devoted to reprinting excerpts from important documents on national education policy.

What were the 'documents of the year' for the period September 1972 to August 1973 ? The team responsible for preparing News-Letter/Faits Nouveaux consider that the following documents may be of particular interest to policy makers, researchers and teachers in member States .

- the United Kingdom government white paper on Expansion,
- the Swiss committee report on Secondary Education Tomorrow,
- the summary of the report of the Swedish U68 Committee on Higher Education, and
- the Netherlands draft bill on Development of Higher Education.

In selecting excerpts from these four documents we have tried to include within the space available to us, those parts which we feel to be not only of a national but also of a general European interest.

NUMERO SPECIAL

Etant donné le peu à publier durant cette période de vacances, nous avons consacré, comme par le passé, la quatrième édition de News-Letter/Faits Nouveaux à la reproduction d'extraits de documents importants en matière de politique pédagogique nationale.

Quels sont les 'documents de l'année' pour la période allant de septembre 1972 à août 1973 ? L'équipe responsable de la préparation de News-Letter/Faits Nouveaux estime que les documents suivants peuvent être d'un intérêt tout particulier aux responsables en matière de politique, chercheurs et enseignants des Etats membres:

- Le Livre blanc du gouvernement du Royaume-Uni sur l'expansion,
- Le rapport du Comité suisse sur l'enseignement de demain,
- Le résumé du rapport du Comité U68 suédois sur l'enseignement supérieur et,
- Le projet de loi néerlandais sur l'éducation supérieure.

Compte-tenu de l'espace à notre disposition, nous avons essayé en sélectionnant les extraits de ces quatre documents d'inclure les parties que nous pensons d'un intérêt non seulement national mais européen.

CONTENTS / SOMMAIRE

Page

UNITED KINGDOM

Excerpts from "Education : A framework for expansion" 3

I. The under fives

II. Schools - The size of the teaching force

III. Teacher education

IV. After school and beyond

V. Public expenditure implications

SUISSE

Extraits de "Enseignement secondaire de demain" 11

I. Principes fondamentaux de la réforme

II. Structures

III. Méthodes

SWEDEN

Excerpts from "U68 - Higher education" 20

I. Definition of higher education

II. The organisation of studies

III. Admission to basic higher education

IV. Institutional organisation

PAYS-BAS

Avant-projet de loi relatif au développement de l'enseignement supérieur

Extraits du résumé en français préparé par le Ministre de l'Education et de la Science 31

I. Objectifs à longue échéance

II. Différenciation de programmes

III. Contrat de coopération et organisme commun

IV. Durée des cours et diplômes

Editor : The Director of Education and of Cultural and Scientific Affairs

Editeur : Le Directeur de l'Enseignement et des Affaires Culturelles et Scientifiques

Strasbourg

UNITED KINGDOM

EXCERPTS FROM "EDUCATION : A FRAMEWORK FOR EXPANSION"

Presented to Parliament by the Secretary of State for Education and Science by Command of Her Majesty, December 1972

London, Her Majesty's Stationery Office, 1972, 49 p.

The White Paper is designed to provide a framework for future action. It indicates the general direction of a ten-year strategy for the education service but there is room for a good deal of tactical flexibility and for variation in timing in the later years and in the rate of progress. In each part of the programme, many points still remain for decision. The Government and their several partners in the provision of the service will be able to consider these and work out in consultation how the programme can best be carried through. This will call for a sustained co-ordinated effort over a substantial period.

Apart from education in the universities, for which responsibility rests with the Secretary of State for Education and Science throughout Great Britain, education in Scotland is the responsibility of the Secretary of State for Scotland and will be the subject of a separate White Paper.

1. THE UNDER FIVES

The Government have decided to launch a new policy for the education of children under five. This will be the first systematic step since 1870, when education was made compulsory at the age of five, to offer an earlier start in education.

There is now considerable evidence pointing to the importance of the years before five in a child's education - and to the most effective ways of providing for the needs and potential, which children display at this age. The Reports of the Central Advisory Council, under Lady Plowden and the late Professor Gittins, based practical proposals upon these ideas. They recommended that most needs could be met by part-time nursery education and that places should be provided for all three and four year-olds whose parents wished them to attend. The Plowden Council estimated that provision for 90 per cent of four year-olds and 50 per cent of three year-olds would be adequate to meet demand.

The action the Government now propose will give effect to these recommendations. Their aim is that within the next ten years nursery education should become available without charge, within the limits of demand estimated by Plowden, to those children of three and four whose parents wish them to benefit from it.

Nature of expansion

The Government believe it would be right for most of the extra nursery provision to take the form of classes for the under fives forming part of primary schools. Educationally this has the advantage of avoiding a change of school at five. It is important that the classes - new and existing - should be housed, staffed and equipped to meet the special needs of young children. Where standards in existing classes wholly or mainly for children under five are below those appropriate for nursery classes, additional assistance to teachers and improvements in equipment, accommodation and outdoor playing space may be required.

The majority of educationists regard part-time attendance at school as sufficient, indeed preferable, for most children until they reach compulsory school age. The number of under fives attending maintained schools part-time rose from 4,000 in 1960 to 60,000 in 1971. There will, however, continue to be some children who have a special need to attend full-time, either for educational reasons or because of home circumstances.

The Government's plans have therefore been made on the basis of half-time attendance as the general rule for children under compulsory school age. In estimating the cost of additional provision allowance has been made, as recommended in the Plowden and Gittins Reports, for 15 per cent of three and four year-old children to attend full-time for educational and social reasons. The effect could be that eventually about one place in five would be used in this way, although the proportion will vary according to need from one part of the country to another.

Authorities should consider carefully the rôle of voluntary playgroups. Many thousands of mothers devote considerable time and energy to running and organising such groups, which make an important contribution, providing for over a quarter of a million children under five. The Government have substantially increased their financial support for the playgroup movement. They hope that the development of playgroups will continue, particularly among socially deprived children, and that local authorities will consider how the best use can be made of them. Some playgroups, if provided with better equipment and qualified staff, could become maintained nursery classes: part of the primary school but on a separate site. Playgroups will continue to have a distinct and valuable rôle to play alongside an expanding system of nursery education. These voluntary groups may be assisted by local authorities in their various capacities by cash grants, the loan of equipment, or the advice of the authority's nursery and infant specialists. They may be associated with a local primary school, and so enjoy the support of qualified teachers. Where playgroups are supported in this way, it will be important to ensure that they provide the same opportunities as in maintained schools for identifying children with special handicaps.

Disadvantaged Children

All children can gain from nursery education but it is particularly valuable for children whose home and life are restricted, for whatever reason. While the Government's aim is that nursery education should be widely available within ten years for children of three and four, priority will be given in the early stages of the programme to areas of disadvantage. Local education authorities with substantial areas of social deprivation, urban and rural, will be given some priority in the allocation of capital resources in 1974-76.

Staffing

Above all, the programme will require many more qualified teachers particularly if, as the Government hope, the proportion of teachers in the staff of nursery classes, at present about a third, is to grow to at least a half. The objective is to maintain the present overall ratio of pupils to adult staff of 13:1. For this purpose, the present number of about 10,000 qualified teachers of pupils below the age of five may need to be increased to upwards of 25,000 in ten years' time. It follows that more students in colleges of education must be attracted to suitable courses. This should be the easier because the expansion of nursery education will make the teaching of young children a more attractive career. In addition some serving teachers whose initial training and experience have been concerned mainly with older age groups and who wish to turn to nursery education may require further training to equip them for the purpose. Guidance will be given to local authorities and to colleges of education on their part in these two developments.

Research

The Government propose to set up a research programme to monitor the development of the new provision. This will include studies of the results and effectiveness of nursery education in reaching its several goals. These studies will take a wider view of results than the children's educational attainment, though this will naturally form an important part. Studies may need to be planned in conjunction with other Departments concerned with social policy, and will take account of any development launched in support of the new programme by the Schools Council.

II. SCHOOLS - THE SIZE OF THE TEACHING FORCE

In the years of worst shortage, the overriding priority was to increase the number of teachers and eliminate the largest classes. Now judgments of relative priorities are becoming possible between improvements in staffing and other ways in which extra resources can be used to benefit the schools. Although there is no conclusive evidence yet on the educational effects of class size, the Government think it right to be guided by the judgment of experienced teachers and educationists that a further reduction in the average size of classes would be justified on both educational and social grounds. They accordingly intend that staffing standards generally should continue to improve progressively: it is only the rate of progress which must be decided in relation to the pursuit of other objectives.

The Government believe that the local education authorities, as the employers, share this wish to see not merely a maintenance of real standards but a continuing steady improvement during the present decade and probably beyond: and that they will welcome a broad policy objective of securing by 1981 a teaching force 10 per cent above the number needed to maintain the staffing standards reached in 1971.

III. TEACHER EDUCATION

The James Report

The six objectives at which the James Committee+ aimed have received universal acclaim. These are they: a large and systematic expansion of in-service training; a planned reinforcement of the process of induction in the first year in school; progressive achievement of an all-graduate profession by means of a more flexible, open-ended and challenging pattern of courses, without loss of emphasis on the development of professional skills; the improved training of further education teachers; the whole-hearted acceptance of the colleges of education into the family of higher education institutions; and improved arrangements for the control and co-ordination of teacher training and supply, both nationally and regionally, to ensure that the many parties in this concerted enterprise can each make a full and fair contribution to the achievement of the overall goal.

This goal is no less than building a body of teachers well prepared, academically and professionally, to sustain confidently the formidable task to which they are called: to guide each generation of children into a full appreciation of our culture, to quicken their social and moral awareness, to enhance their intellectual abilities to the highest standard of which each is capable, and to develop their practical and human skills so that each may be enabled to make his or her maximum contribution to the health, wealth and harmony of a democratic society.

The Secretary of State has discussed the Committee's recommendations fully and constructively with all the main bodies concerned. It is clear that the sixfold objectives outlined above are widely supported. They are fully accepted by the Government. But the methods by which the James Committee proposed that some of them should be achieved have proved more controversial.

In-service training

The James Committee considered it essential that there be adequate opportunities for the continued education and training of all teachers at intervals throughout their careers. It was therefore their leading and most widely endorsed recommendation that all teachers should be entitled to release for in-service training for periods equivalent to one term in every seven years of service in the first instance. They estimated that actual take-up of such an entitlement would result in 3 per cent of the teaching force being absent on secondment from schools at any one time; this involves a fourfold increase in present opportunity.

+ See Newsletter 4/72

The Government propose to give effect to the Committee's recommendation, in the firm belief that expenditure to achieve an expansion of in-service training of this order is a necessary investment in the future quality of the teaching force. The recommendation will need to be implemented over a period as increases in the teaching force permit larger numbers of teachers to be released. The raising of the school leaving age will put staffing standards under temporary strain, but the Government's aim is that a substantial expansion of in-service training should begin in the school year 1974-75 and should thereafter continue progressively so as to reach the target of 3 per cent release by 1981.

Induction of Teachers

The Government consider that a teacher's initial professional training must include substantially more than the minimum of four weeks' practical experience in the schools. During their training students should have been given sufficient experience to be acceptable, on taking their first employment in the schools, as teachers who are qualified though still subject to probation.

This must be accompanied by two provisos. The first is that for their period of probation (normally a year) teachers should receive the kind of help and support needed to make the induction process both more effective and less daunting than it has often been in the past. The second is that they must be released for not less than one-fifth of their time for in-service training. For the remainder of their time they should be serving in the schools, but with a somewhat lightened time-table, so that altogether they might be expected to undertake three-quarters of a full teaching load. The Government's plans for the growth of the teaching force assume that local education authorities will engage the additional teachers needed to make this possible. The Government share the Committee's wish to see the teaching profession itself playing a major rôle in the induction process. They agree that professional tutors will need to be designated and trained for this purpose and that a network of professional centres should be established, based principally on existing training institutions and teachers' centres.

Pattern of courses in Teacher Training

The Government propose to work towards the achievement of a graduate teaching profession as the ultimate aim. The James Committee recommended that this aim be secured by awarding intending teachers a new unclassified "professional degree", the B.A. (Ed.), after they had successfully completed not less than two years of personal higher education and a further two years of professional training, the second year of which would be in employment in the schools. They proposed that a new awarding body should validate the degree.

The Government have received many representations about these proposals. They agree with the view that a new awarding body would tend to divorce teacher training from the rest of higher education. They also share the widespread doubts that have been expressed about the value of a degree composed of three elements for which there might be no common standard or common responsibility; nor would they like to see the existing B.Ed., to the development of which much careful thought has been given, confined to the in-service stage.

During consultations a substantial measure of agreement has emerged in favour of an alternative development. Many of those most closely concerned with the content of training would like the opportunity to construct, and to see introduced as soon as possible, new three-year courses incorporating educational studies which are so designed that they will lead both to the award of a B.Ed. degree and to qualified status. The degree would normally be an Ordinary B.Ed. degree with the assumption that a proportion of students who attain a sufficiently high standard in the three-year course could, if they wished, continue for a fourth year to take an Honours B.Ed. degree. The normal entry requirement would be the same as for universities and the academic content no less rigorous than that of existing degree courses. The length of the college of education year would also permit the inclusion of at least 15 weeks' supervised practical experience in a three-year course. The Government strongly support the promotion of such a development.

IV. AFTER SCHOOL AND BEYOND

In the stage beyond the school, the expressions "further", "advanced", "higher", "adult", "tertiary" and "recurrent" education are common currency but by no means self-explanatory. "Tertiary" and "recurrent", though recent additions to the educational vocabulary, embrace concepts long familiar in further education. The first is concerned to stress that after the secondary school the need for a third stage of education is not confined by age or standard to those who can qualify for entry to "higher" education. The second concept emphasises a twofold need : to make good for individuals the absence or loss of earlier opportunities and to encourage the renewal of knowledge and skills made obsolete by the explosion of knowledge and the impact of technology on a rapidly changing environment. Institutions have been created or adapted to meet this need for post-experience courses. The divisions indicated by these definitions are artificial in that they present different faces of a broadly organised effort to enable all members of society, with their widely differing aspirations and capacities, once they have left school behind to learn where, when and what they want in the way that best suits them. So far as resources allow the Government wish to see advances made across the whole of this broad front.

Diploma of Higher Education

Those who wish to continue their education have the choice either of entering employment and doing so part-time, or, in the main, of committing themselves to a course lasting not less than three years. Only a limited range of two-year courses is available at present, all in specific vocational areas.

The Government consider this gap ought now to be filled. They believe that a range of intellectually demanding two-year courses will be a critical element in achieving greater flexibility in higher education. As a result of their consultations, the Government conclude that there is sufficient support for the introduction of new two-year courses, leading to a Diploma of Higher Education (Dip. H.E.), with the following six characteristics :

Standard

They must offer a genuine and useful addition to those forms of higher education already available, not a cheap substitute for any of them. This means that they must be no less demanding intellectually than the first two years of a course at degree level. Thus the normal minimum entry qualification should be the same as for degrees or comparable courses: Five GCE passes including two at Advanced level (or the equivalent).

Availability

Courses on the lines proposed should be seen as a new option to be offered by institutions in each of the main sectors of higher education. It is intended that both general and specialised courses should be made available.

Acceptability

The qualification offered after two years must be made generally acceptable as a terminal qualification and in particular as a qualification needed for entry to appropriate forms of employment. Clearly the full achievement of this will depend on experience of courses offered and of the capacities achieved by the students who have completed them. The Government will undertake discussions with the appropriate organisations to explore the question of acceptability; meanwhile as employers themselves they will consider how the qualifications might be fitted into their arrangements for recruitment to the public service.

Credit

Courses should also be seen as providing a foundation for further study and be designed, where appropriate, in such a way as to earn credit towards other qualifications, including degrees and the requirements of professional bodies. This objective would be more readily achieved if courses were developed on a unit basis - offering students the opportunity of a programme which could be modified as their interests and career plans unfolded - and if this principle became more common in longer courses as well.

Validation

Courses should be validated by existing degree-awarding bodies. The Government welcome the willingness of the Council for National Academic Awards to undertake this responsibility; they believe that a number of universities will wish to offer the Dip. H.E. themselves and be prepared to validate courses where colleges do not seek validation from the C.N.A.A.

Awards

It is the Government's intention that Dip. H.E. students should qualify for mandatory awards.

Numbers in Higher Education

The number of full-time and sandwich higher education students in Great Britain more than doubled from 192,000 in (academic year) 1961-62 to 463,000 in 1971-72 of which 236,000 were in universities; in the same period the number of part-time (day) students rose from 42,000 to 70,000.

The impetus of increasing staying-on in education to 18 will continue beyond the raising of the school leaving age; and the proportion of young people achieving qualifications at the Advanced level of the General Certificate of Education (or its equivalent) will also continue to increase. The planning of higher education provision must make allowance for this, as well as for the increasing size of these age groups over the next ten years. Much harder to foresee, however is the likely trend in the attitudes and intentions of those young people towards higher education and their requirements within it.

The subsequent career patterns of some of those taking degrees or parallel higher education qualifications in future, for example, must be expected to differ significantly from those of their predecessors. The expansion of higher education provision has already reached the point where employers' requirements for such highly qualified people in the forms of employment they traditionally enter are, in the aggregate, largely being met. These patterns of employment are already changing and will continue to change as employers increasingly take the opportunity to enlarge the areas of work in which more highly educated and qualified recruits can be placed advantageously. Even so, there seems little doubt that the continuing expansion of higher education will more than match the likely expansion of graduate employment opportunities as these are understood today.

Opportunities for higher education are not however to be determined primarily by reference to broad estimates of the country's future need for highly qualified people; although attempts to relate supply to likely demand in certain specialised professions - and, particularly, at the postgraduate stage - will be no less important than before. The Government consider higher education valuable for its contribution to the personal development of those who pursue it; at the same time they value its continued expansion as an investment in the nation's human talent in a time of rapid social change and technological development. If these economic, personal and social aims are to be realised, within the limits of available resources and competing priorities, both the purposes and the nature of higher education, in all its diversity, must be critically and realistically examined.

The possibility of significant changes alongside the uncertainties inherent in trying to predict matters of human behaviour some ten years ahead, makes it difficult to offer more than tentative estimates of the likely level of demand from qualified applicants for higher education places by the end of the decade. On a balanced judgment, however, the Government would expect to be providing by about 1981 for something of the order of 200,000 entrants annually from within Great Britain aged under 21. This would represent about 22 per cent of the age group then aged 18: compared with 7 per cent in 1961 and 15 per cent in 1971. Further uncertainty arises about the total number of places such an entry might imply. For example, the Government would not consider it justifiable to maintain, with so large an entry, the proportionate share that has been devoted to postgraduate work in recent years. And it is hard to know how many within the entry might choose a shorter course leading to the Diploma of Higher Education if these developed successfully on the lines indicated in the preceding section. Allowing also that provision for more mature entrants and for entrants from overseas would not grow proportionately so fast as that for young entrants, the Government consider that needs will be met within a total of 750,000 full-time and sandwich course higher education places in 1981.

For the future, the Government are planning on the basis that the fastest expansion should continue to be in the polytechnics and other non-university colleges, with the intention that by 1981 there might be an approximate balance of about 375,000 places in each of the university and the non-university sectors in Great Britain: within which about 335,000 places would be in the non-university higher education institutions of England and Wales.

There could be more widespread adoption of the practice of a break between a student's leaving school and his embarking on higher education, enabling him to gain more experience of the world and use his higher education to better purpose. The Government welcome developments of this kind and wish to encourage them: first, because they will lead students to gain more from their higher education, although they would also make a contribution to easing the financial burden the expansion will impose.

Polytechnics and Other Further Education Colleges

The substantial expansion of higher education will leave the non-university institutions with the formidable task of providing, on present estimates, for some 335,000 full-time and sandwich students in England and Wales in 1981. This compares with 204,000 in 1971-72 and points to a net expansion of some 130,000. The major part of the 1981 total must be provided by the polytechnics. Their development plans suggest that they are capable of reaching the target of 180,000 places at which they have been encouraged to aim.

In the planning of the expansion there are three sets of considerations, far from easy to reconcile, to which the Government attach importance. The first concerns the concentration in some areas of very large numbers of students on a scale which presents acute problems of residence and transport. Many cities have within or near them as well as a university and a polytechnic one or more large colleges of education. This will lead the Government to question any proposal that in this context a college of education should be expanded to form a separate third centre.

A second, opposite, consideration is that an institution capable of providing higher education courses adequate in standard and range must reach a critical size to obtain full economies of scale. This will set a limit to the number of further education colleges that can expect to provide advanced full-time and sandwich courses, but leaves room for expansion of such provision in many of those colleges that already make it.

There remains a third relevant factor. Side by side with the expansion of social demand for higher education will grow the expectation that wherever possible provision of courses should be made within reasonable reach of their homes for part-time students who wish to combine study with employment; there is also a need for a higher proportion of full-time students to be based at home. This reinforces the need to give even more attention than in the past to the geographical distribution of opportunity.

Colleges of Education

The Government's plans will require more teachers. Earlier sections have already indicated a potential demand by 1981 (subject to uncertainties about the future birth-rate) made up as follows :

(i) about 465,000 (full-time equivalent) qualified teachers needed not merely to maintain existing staffing standards for pupils aged five and over, in the face of increased numbers and the changing age distribution, but also to secure the progressive further staffing improvement for which the Government are planning;

(ii) upwards of 25,000 for pupils below the age of five, to staff the planned expansion of nursery education;

(iii) about 20,000 to permit, without loss of staffing standards, the release of teachers for in-service training and of probationers who will be undertaking additional training during their induction period following the Government's acceptance of these recommendations of the James Report.

In order to be ready to meet these needs when the time comes, the Government propose that planning should be directed to securing the employment of about 510,000 (full-time equivalent) qualified teachers in maintained schools by 1981. The attainment of a teaching force of this size will not require its present net growth by 18,000-20,000 a year to be continued indefinitely. There must soon, therefore, be some reduction in the rate of recruitment.

On present trends the best estimate which the Government can make is that the number of initial training places required in the colleges and polytechnic departments of education by 1981 will be 60,000-70,000 compared with the 1971-72 figure of about 114,000. This will involve stronger competition for entry to training than in the past, with the welcome result that standards will be raised substantially. This figure of 60,000-70,000 assumes that after allowing for the increase in the provision to be made by the university departments of education, such expansion as is needed in one-year postgraduate courses will take place in the colleges. Within the same broad total there will have to be increased emphasis on training for nursery education.

Provision will be needed to give effect to the Government's decision greatly to expand the number and variety of in-service courses and to reinforce the induction process for teachers, released for the purpose during their first year of service. This task will fall not only on the colleges; it will be shared by the university departments of education, the polytechnics, teachers' and professional centres, the advisory staffs of local education authorities and H.M. Inspectorate. If the colleges' share were to be two-thirds, the teaching load would add up to the equivalent of about 15,000 full-time students by 1981. The outlook therefore is that the number of places in the colleges devoted to the preparation of teachers will be reduced by 1981 to 75,000-85,000.

The quality and experience of their staff and the strength of their physical resources admirably equip a number of the colleges to share in the expansion of higher education. The Government intend that some colleges either singly or jointly should develop over the period into major institutions of higher education concentrating on the arts and human sciences, with particular reference to their application in teaching and other professions. Others will be encouraged to combine forces with neighbouring polytechnics or other colleges of further education to fill a somewhat similar rôle.

V. PUBLIC EXPENDITURE IMPLICATIONS

Public Expenditure on Maintained Nursery, Primary and Secondary Schools

£ m : 1972 Survey prices

	1971 - 72	1981 - 82 assumed
Recurrent		
Under fives	42	120
In-service training and induction	6	55
Fives and over : teachers' salary costs	782	1,090
Fives and over : other costs	350	545
Total recurrent	1,180	1,810
Capital		
Basic needs	263	95
Replacement and improvement	32	95
Total capital	295	190
Total schools	1,475	2,000

Public Expenditure on Higher Education

£ m : 1972 Survey prices

	1971 - 72	1981 - 82 assumed
Recurrent	576	945
Capital	111	175
Total Higher Education	687	1,120

The the total annual expenditure in these two sectors - which together account for some three-quarters but not the whole of the education expenditure within the Secretary of State's responsibility - could rise by some £ 960 million over the decade 1971-72 to 1981-82 from £ 2,162 million to some £ 3,120 million. Within this overall increase, annual expenditure in the two sectors would grow at different rates, mainly for demographic reasons. In the schools sector the increase would correspond to an annual rate of growth of some 3 per cent, which may be compared with a figure of 2. 1/2 per cent for the decade 1961-62 to 1971-72. For the higher education secotr, where the very rapid expansion of the 1960s gave an annual growth rate over that decade of some 6. 1/2 per cent the corresponding figure for the decade to 1981-82 would be some 5 per cent.

SUISSE

EXTRAITS DE "ENSEIGNEMENT SECONDAIRE DE DEMAIN"

Rapport de la Commission d'experts pour l'enseignement secondaire de demain
Verlag Huber Frauenfeld, 1972, 188 p.

La Commission d'experts pour l'enseignement secondaire de demain est née de l'action menée par la Société suisse des professeurs de l'enseignement secondaire entre 1965 et 1968. En mars 1969 la Commission fut créée par la Conférence suisse des directeurs cantonaux de l'instruction publique. Les 29 membres de la Commission représentaient les diverses associations d'enseignants et administrations scolaires. La Commission, sous la présidence de M. E. EGGER, Directeur du Centre suisse pour le perfectionnement des professeurs de l'enseignement secondaire, a présenté un rapport intermédiaire fin décembre 1970 et un rapport d'intention en début 1972. Le rapport final dont nous reproduisons les extraits qui suivent, a été soumis en septembre 1972 à la Conférence des directeurs cantonaux et publié par elle.

I. PRINCIPES FONDAMENTAUX DE LA REFORME

Principes essentiels à appliquer

Les réformes futures exigent que les principes fondamentaux exposés ci-après soient concrétisés. Ces derniers concernent aussi bien les structures que les méthodes, ils peuvent se résumer ainsi :

La perméabilité des structures

Nos systèmes éducatifs en vigueur ont des structures essentiellement verticales. C'est-à-dire qu'ils sont basés sur l'existence de filières dont on peut sortir assez facilement vers l'aval mais très difficilement vers l'amont. Afin de pallier ces graves inconvénients, il faut concevoir des structures aussi horizontales que possible, avec des divisions qui correspondent aux fonctions spécifiques de chaque degré et dont les articulations sont adaptées aux particularités cantonales ou régionales.

L'orientation continue

Avec les structures verticales, le choix d'une profession doit s'opérer le plus souvent à un âge trop précoce, et il est, de ce fait, difficile à corriger. Au contraire, des structures horizontales permettent de retarder ce choix et - mieux que cela - de le préparer plus longuement et avec soin.

Toutefois, cette préparation ne peut se révéler efficace que si l'on met en place un véritable degré d'observation et d'orientation dans le genre de celui que nous décrivons plus loin. Une telle organisation permet également de sélectionner les élèves de manière plus valable ; surtout si le système d'évaluation permanente qui l'accompagne fonctionne bien. Pour cela, l'ensemble des prestations, des aptitudes et du comportement de l'élève doit être pris en considération et non pas seulement les résultats d'examens ponctuels de contrôle des connaissances. Les examens de passage, en particulier élémentaire-observation, deviennent superflus.

L'individualisation de l'enseignement

Actuellement, nos systèmes scolaires sont caractérisés par un canon de branches obligatoires trop rigide qui ne permet pas à l'élève de consacrer un temps suffisant à ses disciplines de prédilection et qui l'empêche de choisir une nouvelle branche à sa convenance en cours d'études. Or, l'une des innovations proposées ici réside précisément dans l'assouplissement de ce canon des disciplines obligatoires. En effet, des options sont offertes dès la 7e année, et leur nombre augmente progressivement alors que le groupe des branches obligatoires se réduit parallèlement. On donne ainsi à l'élève la possibilité de prendre des options (ou d'en changer) à un moment où ses goûts et ses aptitudes s'affirment plus nettement et où il est alors motivé par des disciplines qui vont déboucher sur son futur métier ou ses études ultérieures.

On peut en outre organiser l'enseignement, à tous les degrés, de façon telle qu'une partie du travail s'effectue dans des groupes restreints ou même individuellement. Ce qui habitue l'élève au travail en équipe, d'une part, et à la recherche personnelle, d'autre part : deux formes de travail qui se retrouvent fréquemment dans notre société d'aujourd'hui.

La coordination des disciplines

Avec l'organisation scolaire traditionnelle, chaque discipline a son objectif propre et son enseignement - dispensé ex cathedra, le plus souvent - n'est généralement pas coordonné à celui des autres disciplines voisines.

Or, une telle coordination est aussi l'un des buts de la réforme projetée. Un enseignement pluridisciplinaire permet en effet un travail en équipe des maîtres qui est très bénéfique pour les enseignants comme pour les enseignés. Il en va de même pour un enseignement interdisciplinaire ; mais ce dernier exige alors une préparation des maîtres très particulière.

Objectifs principaux à atteindre

L'apprentissage des méthodes de travail et l'acquisition de connaissances fondamentales

La formation donnée jusqu'ici aux élèves a été marquée par son caractère encyclopédique. Mais comme la quantité d'informations diffusées dans le monde - dans tous les domaines de la connaissance - s'accroît toujours davantage, ce mode de formation doit être révisé.

Il faut limiter son ambition à l'acquisition des connaissances les plus fondamentales tout en mettant l'accent sur l'apprentissage des méthodes qui permettent de compléter rapidement son information ou sa formation.

L'élève doit en particulier être familiarisé avec les méthodes les plus importantes du domaine scientifique. Il doit aussi être habitué à établir des corrélations entre le passé, le présent et le futur, ainsi qu'entre les domaines culturels qui sont séparés géographiquement ou linguistiquement.

Le développement des aptitudes de l'élève en vue de son épanouissement

Si l'on veut développer les aptitudes de l'élève il faut :

- ouvrir son esprit aux différentes formes d'expression de l'homme ;
- exercer son imagination, son esprit créatif, son plaisir de la découverte ;
- l'entraîner à effectuer des synthèses et des critiques ;
- lui donner l'occasion de s'exprimer franchement sur les problèmes du monde d'aujourd'hui ;
- susciter le dialogue qui lui permettra de s'exprimer et de collaborer ainsi à l'édification du monde de demain.

La formation du caractère de l'élève

Actuellement, on ne se préoccupe pas beaucoup de la formation du caractère de l'élève dans nos écoles, bien qu'il s'agisse d'une composante importante de l'éducation. Les nouvelles méthodes proposées lui font, par contre, une plus grande place.

Pour atteindre ce but, l'élève devrait trouver le climat favorable qui lui permettrait de développer

- son sens des responsabilités ;
- sa persévérance ;
- son pouvoir de concentration ;
- son sens de l'efficacité et de l'organisation ;
- son respect de la vérité et le courage de la défendre ;
- sa tolérance et sa sociabilité.

II. STRUCTURES

Les principes de base énoncés ci-dessus ne peuvent être appliqués que si des changements de structures, de méthodes et de moyens sont mis en oeuvre simultanément. Pour atteindre les objectifs essentiels que l'on s'est fixés, il est nécessaire, en effet, de prévoir une organisation scolaire nouvelle.

Le degré observation et orientation

Les élèves qui ont achevé normalement leur 4e année scolaire entrent tous dans le degré observation et orientation qui s'étend jusqu'à la fin de la scolarité obligatoire. Divers modes de différenciation et, par suite, de groupement sont dès lors utilisés.

Les traits caractéristiques de ce degré observation et orientation peuvent se résumer ainsi :

a) L'observation des élèves s'effectue systématiquement, dès le début (5e et 6e années). Dans ce but, les maîtres qui enseignent collaborent étroitement avec le psychologue-orienteur, qui devrait être un enseignant ayant pratiqué puis complété sa formation dans ce domaine et qui participe à la vie de l'école.

b) La préorientation, en 7e et 8e années, puis l'orientation, en 9e année, sont mises en oeuvre de manière méthodique grâce à l'observation continue qui les accompagne.

c) Les cours à niveaux sont introduits en 6e année et prolongés en 7e année dans deux disciplines principales (mathématique et deuxième langue nationale) : ce qui permet d'accroître l'intérêt et le rendement de ces leçons.

d) Les cours d'appui en langue maternelle, en 6e et 7e années, donnent l'occasion aux élèves moins doués dans cette discipline - qui est la plus importante de toutes - de mieux profiter des leçons données à tous les élèves.

e) La transformation de ces cours à niveaux et de ces cours d'appui en cours d'aptitudes en 8e et 9e années permet de mieux motiver les élèves et de les préparer à entrer sans heurts dans les degrés suivants.

f) L'enseignement dans des classes hétérogènes est maintenu pour la majorité des leçons. Ce qui prolonge les contacts entre des élèves qui seront ensuite séparées - pour la plupart d'entre eux - après la scolarité obligatoire.

g) Une organisation originale du travail est prévue pour ces classes hétérogènes. Ces classes sont en effet tantôt regroupées pour recevoir une première information (sous forme audio-visuelle, notamment), tantôt réparties en groupes de travail plus restreints pour des approfondissements, tantôt différenciées de manière interne pour stimuler les aptitudes des élèves et encourager le travail personnel.

h) Un accroissement progressif des options par rapport au tronc commun des branches obligatoires est envisagé pour rendre les études plus attrayantes.

Le degré maturité

a) Ce degré s'étend sur quatre ans après la scolarité obligatoire. Il est réservé aux élèves qui achèvent la 9e année dans les cours d'aptitudes les plus élevés et qui ont choisi les options appropriées.

b) Il comprend deux cycles de deux ans : le degré intermédiaire (10e et 11e années) et le degré terminal (12e et 13e années). Le premier comporte un noyau de sept disciplines obligatoires et deux options, alors que le deuxième voit le nombre des branches obligatoires ramené à quatre et celui des options porté à quatre également (en comptant le complément à un cours obligatoire).

c) La large base commune du degré intermédiaire et la partie obligatoire du degré terminal permettent ainsi d'obtenir un certificat de maturité qui doit donner accès - sans autre examen - à tout établissement supérieur, dans n'importe quelle faculté.

d) L'importance accordée aux options dans le degré terminal est telle que les élèves peuvent ainsi approfondir certaines disciplines de leur choix, prendre conscience de leurs dispositions individuelles et mieux se préparer aux études universitaires envisagées.

e) Les examens de maturité prennent eux aussi une forme plus individualisée en portant notamment sur des travaux personnels particuliers.

Le degré diplôme

a) Ce degré comprend trois années après la scolarité obligatoire. Il accueille des élèves qui terminent leur 9e année et qui ont pris les mêmes options que ceux qui entrent dans le degré maturité ou des options plus spécifiques de l'école professionnelle supérieure envisagée.

b) Les études de culture générale dispensées dans ce degré ont pour but de conduire à un diplôme qui doit donner accès aux diverses écoles professionnelles supérieures de nature technique ou artistique, commerciale ou administrative, sociale ou paramédicale, ainsi qu'à des écoles formant certaines catégories d'enseignantes ou enseignants.

c) L'organisation des cours, en première année (10e année scolaire), rend encore possible le passage, dans le degré maturité, des élèves qui sont reconnus aptes à de telles études et qui estiment avoir

été mal orientés. Le passage dans l'autre sens - du degré maturité au degré diplôme - est ainsi également facilité en 10e année ; mais il demeure possible aussi les années suivantes.

Le degré professionnel

a) Ce degré est celui des apprentissages de toute nature dans l'industrie, le commerce, l'administration, l'artisanat et l'agriculture. La durée de ces derniers est très variable d'une profession à l'autre, mais elle ne dépasse pas quatre ans.

b) En règle générale, entrent en apprentissage les élèves qui achèvent leur 9e année scolaire et qui ont pris les options préparant à la vie pratique, comme la troisième langue nationale ou l'anglais véhiculaire, ou bien les activités manuelles.

c) Que ces apprentissages s'effectuent dans des écoles à plein temps ou à temps partiel, ou dans des entreprises, ils comportent toujours une part de formation pratique et une part de formation générale. A la suite des expériences effectuées ces dernières années, cette formation générale doit pouvoir occuper une plus grande place. Cela permettra notamment aux apprentis qui le désirent et qui en ont les capacités d'accéder plus aisément aux écoles professionnelles supérieures.

Répartition des leçons - en guise d'exemple

7e et 8e années scolaires

Disciplines obligatoires (leçons hebdomadaires de 45 minutes)		Options obligatoires (2 disciplines à 3 leçons hebdomadaires)
1. Langue maternelle	5	9. Latin
2. Mathématique	5	10. Grec
3. Deuxième langue nationale	3	11. Troisième langue nationale
4. Histoire et géographie	3	12. Anglais
5. Sciences expérimentales	2	13. Travaux pratiques de sciences
6. Education artistique	3	14. Activités manuelles
7. Education physique	2	15. Activités techniques
8. Information générale et professionnelle	1	
	24	

9e année scolaire

Disciplines obligatoires (leçons hebdomadaires de 45 minutes)		Options obligatoires (3 disciplines à 3 leçons hebdomadaires)
1. Langue maternelle	4	10. Latin
2. Mathématique	5	11. Grec
3. Deuxième langue nationale	3	12. Troisième langue nationale (culture ou véhiculaire)
4. Histoire et géographie	2	13. Anglais (culture ou véhiculaire)
5. Sciences expérimentales	2	14. Laboratoire de biologie et de chimie
6. Education artistique	2	15. Laboratoire d'histoire et de géographie
7. Information générale	1	16. Activités techniques
8. Information professionnelle	1	17. Activités manuelles
9. Education physique	2	18. Activités artistiques
	22	19. Introduction au commerce et à l'industrie

10e et 11e années scolaires

I. Disciplines obligatoires
(Leçons hebdomadaires de 45 minutes)

1. Langue maternelle	4
2. Mathématique	4
3. Deuxième langue nationale	3
4. Environnement social (histoire éducation civique, géographie)	4
5. Environnement naturel (physique, chimie, biologie)	4
6. Education artistique (arts visuels ou musique)	2
7. Education physique	2
	23

II. Options obligatoires
(2 disciplines à 4 leçons hebdomadaires)

8. Latin
9. Grec
10. Troisième langue nationale
11. Anglais
12. Autres langues (espagnol, russe, ...)
13. Technologie
14. Travaux pratiques de sciences
15. Economie d'entreprise et droit
16. Activités artistiques

III. Cours facultatifs : Religion, langues, introduction à certains domaines scientifiques, activités artistiques, ...

12e et 13e années scolaires

I. Disciplines obligatoires
(Leçons hebdomadaires de 45 minutes)

1. Langue maternelle	4
2. Mathématique	4
3. Deuxième langue nationale	3
4. Education physique	2
	13

II. Options obligatoires

a) Compléments
Obligation de prendre un complément au minimum

aa) Langue maternelle	2
ab) Mathématique	2
ac) Deuxième langue nationale	2

b) Groupes d'options
Obligation de choisir trois disciplines au moins, mais deux au plus dans un même groupe. Chaque discipline est dotée de quatre leçons hebdomadaires de 45 minutes.

5. Langues
Grec
Latin
Troisième langue nationale
Anglais
Autres langues

6. Environnement social
Histoire et éducation civique
Economie d'entreprise et droit
Economie politique
Géographie humaine
Philosophie
Psychologie et sociologie

7. Environnement naturel
Physique
Chimie
Biologie
Sciences de la terre

8. Domaine artistique
Arts visuels et histoire de l'art
Musique et histoire de la musique

III. Cours facultatifs
Ce sont les mêmes que ceux du degré intermédiaire (10e et 11e années scolaires)

Certificat de maturité

Le certificat de maturité est décerné à la fin du degré terminal, c'est-à-dire au terme de la 13e année d'études. Contrairement à la situation actuelle, il est d'un type unique quelles que soient les options prises. Son porteur peut entrer - sans nouvel examen - dans la faculté ou la section de son choix de n'importe quelle université ou haute école.

Les études du degré observation et orientation, puis du degré maturité, sont prévues de telle façon que le nouveau bachelier - en règle générale - va entreprendre les études supérieures pour lesquelles il s'est le mieux préparé, notamment au cours du degré terminal.

Evaluation durant le degré terminal

Trois qualifications sont utilisées pour évaluer les performances de l'élève : bien, suffisant, insuffisant. Toutefois, ces dernières ne sont pas des homologations définitives ; le conseil des professeurs statue sur les compensations possibles des qualifications insuffisantes.

Il est bon de rappeler en outre, que pour chaque discipline - ou groupe de disciplines - les objectifs que l'élève doit atteindre sont clairement définis quant au savoir, au savoir-faire, à la durée de l'apprentissage et à la performance attendue : ce qui facilite l'évaluation et permet à l'élève de s'évaluer lui-même.

Forme de l'examen de maturité

a) Examen sur trois disciplines
L'examen final porte sur trois disciplines. L'une doit être choisie parmi les trois premières branches obligatoires du degré terminal : langue maternelle, mathématique, deuxième langue nationale. Les deux autres sont prises dans les options obligatoires suivies au degré terminal. Le choix des branches d'examen doit du reste être approuvé par la commission de maturité compétente afin d'éviter une spécialisation trop marquée.

b) Elaboration de deux travaux personnels
Au cours du degré terminal, le candidat doit élaborer deux travaux personnels originaux qui portent respectivement sur deux des trois disciplines d'examen ci-dessus. Le temps nécessaire à leur exécution est fixé à l'avance. Dans le cadre de l'examen, il est interrogé sur les deux travaux qu'il a effectués. Les travaux personnels sont préparés sous la direction des professeurs qui enseignent les branches concernées, et après entente entre ces derniers et le candidat sur le thème retenu. Ils doivent prouver que le futur bachelier est capable de penser de manière originale, qu'il sait dégager l'essentiel d'une situation et qu'il est doté d'un esprit logique et critique. En outre, ces travaux sont une excellente occasion pour le candidat de montrer qu'il possède une imagination créatrice et qu'il connaît les méthodes essentielles conduisant à la solution des problèmes posés.

Les interrogations sur les disciplines ayant donné lieu aux travaux personnels débutent par un entretien sur ces derniers, puis s'étendent à l'ensemble de la branche. Chaque interrogation dure une demi-heure au moins et peut avoir lieu au cours de la dernière année.

c) Examen sur la troisième discipline
Il s'agit d'un examen écrit et oral sur la discipline qui n'a pas fait l'objet d'un travail personnel. Cet examen porte sur la matière enseignée durant les deux années terminales.

Evaluation

a) Disciplines d'examen
Chacun des trois travaux écrits est corrigé par le professeur concerné, puis expertisé par deux autres personnes. Chacun des trois examens oraux est conduit par le professeur concerné avec la participation des deux experts. L'attribution de la qualification se fait d'entente entre les trois examinateurs.

Chaque fois que cela est possible, l'un des experts est un représentant de l'enseignement supérieur et l'autre un professeur de gymnase de la branche en question.

Pour chacune de ces trois disciplines d'examen, le travail personnel (ou l'examen écrit) a le même poids que l'examen oral correspondant. Il est en outre tenu compte des performances de l'élève, dans ces disciplines, durant le degré terminal.

b) Autres disciplines

Pour les trois disciplines qui ne font pas l'objet d'un examen final, la qualification est basée sur les performances du degré terminal en mettant toutefois l'accent sur celles de la dernière année.

c) Obtention du certificat

Le certificat de maturité n'est pas délivré dès qu'il y a une seule qualification "insuffisant" et qu'elle n'est pas compensée au moins par une qualification "bien". En cas d'échec, le candidat peut se présenter à nouveau aux examens une année plus tard. Mais il n'a pas à répéter les examens pour lesquels il a obtenu la qualification "bien".

III. METHODES

Toute réforme scolaire implique un changement de méthodes. Le renouvellement des méthodes peut même souvent précéder celui des structures, car il peut se faire de manière isolée par des enseignants ou des écoles qui tiennent à s'adapter aux transformations scientifiques et pédagogiques de notre temps, ainsi qu'à l'évolution sociologique, sans attendre les décisions administratives.

Les méthodes proposées ci-après mettent largement à contribution l'enseignant qui les applique. Les réformes envisagées ne sont donc possibles que si les enseignants participent activement à l'élaboration des projets et à la mise en place des expériences dans lesquelles ces méthodes jouent un rôle prémordial.

Le travail en équipe des enseignants

L'enseignement ex cathedra qui, aujourd'hui encore, marque la plupart des pratiques didactiques, implique l'isolement du maître et favorise une conception excessivement individualiste de sa responsabilité. Le travail en équipe exigera donc des enseignants un profond changement d'attitude.

Un tel travail en équipe devrait se manifester :

a) lors de l'observation, de la préorientation et de l'orientation des élèves ;

b) au moment de la préparation et de la présentation des leçons données à plusieurs classes réunies (team-teaching), puis de l'exploitation de ces leçons en groupes de travail animés par des maîtres ou des élèves ;

c) pour établir une coordination thématique dans diverses disciplines et donner un enseignement pluridisciplinaire ;

d) entre les enseignants des cours à niveaux d'une même discipline, afin qu'un même rythme de progression du programme de base soit assuré et que la coordination soit bien établie d'une année à l'autre ;

e) lors de l'évaluation globale de l'élève : connaissances, aptitudes, comportement, caractère.

La mutation de la fonction enseignante

Outre cette nécessité de travailler plus fréquemment en équipe, l'enseignant doit faire face à des tâches nouvelles que l'on peut résumer ainsi :

a) L'enseignant est davantage un médiateur des connaissances que le magister. Cela tient au fait que l'élève acquiert une partie toujours plus grande de son savoir par la presse, la radio et la télévision. Le maître doit donc, lui aussi, s'appuyer sur ces moyens de communication de masse et utiliser la technologie éducative dans toute la mesure du possible. Il doit en particulier rechercher une intégration harmonieuse des moyens audio-visuels dans son enseignement, car en enrichissant ses leçons de cette manière, il en facilite la compréhension et accroît l'intérêt des élèves.

b) L'enseignant se soucie davantage du plein épanouissement de l'élève. Dans ce but :

- Il complète ses leçons par un enseignement aussi individualisé que possible ; travail par petits groupes sur les centres d'intérêt des élèves, enseignement programmé, recherche personnelle ...

- Il fait travailler ses élèves en fonction des objectifs à atteindre dans chaque discipline ou dans chaque groupe de disciplines.

- Il donne l'occasion aux élèves d'assumer partiellement ou temporairement l'enseignement afin de développer leur esprit d'initiative et leur sens de l'organisation.

- Il fonctionne davantage comme tuteur ou conseiller d'élèves, en marquant sa présence à l'école de façon plus continue.

- Il habitue les élèves à travailler en groupe, de manière stimulante et efficace.

Sélection des élèves

Principes de base

L'enseignement secondaire se doit de poursuivre sa tâche de sélection des élèves en vue des études ultérieures, mais la manière de procéder est à revoir. En effet, au lieu de se baser avant tout sur la masse des connaissances acquises dans les matières étudiées, on devrait se fonder davantage sur les objectifs à atteindre dans les différentes branches et les divers degrés ainsi que dans l'école même.

Un enseignement axé sur les méthodes actives et sur un travail plus individualisé offre une base d'évaluation plus sûre qu'un enseignement qui oblige l'élève à être surtout réceptif. Il serait en outre judicieux d'organiser les examens en tenant compte des acquisitions de la psychologie de l'apprentissage. Enfin, en intensifiant les contacts entre maîtres et élèves, la sélection de ces derniers s'en trouve facilitée.

IV. EXPERIENCES SCOLAIRES

Lorsque les réformes scolaires entreprises ne sont pas très ambitieuses, elles peuvent réussir sans expériences systématiques préalables. Mais si les changements de structures, de méthodes, de moyens et de programmes sont profonds, la mise en place d'expériences bien encadrées est indispensable pour garantir leur succès.

Organisation des expériences

Régionalisation : Pour les motifs invoqués précédemment, l'organisation d'expériences régionales est indispensable. C'est ainsi que l'on peut, tout à la fois : tenir compte des particularités locales, conserver une certaine souplesse dans l'application des principes fondamentaux, faire participer les enseignants de manière plus étroite et intéresser plus directement la population de la région.

Simultanéité : En engageant ces expériences régionales simultanément, on peut alors : prévoir une répartition judicieuse des domaines de recherches, fixer des objectifs communs, assurer une information réciproque fructueuse.

Comparabilité : Des expérimentations similaires effectuées dans des régions différentes offrent la possibilité de comparer les résultats. Par contre, la comparaison entre des classes expérimentales et des classes traditionnelles est difficile, car les objectifs pédagogiques sont généralement différents. Si de telles comparaisons sont néanmoins tentées, les critères et les méthodes doivent faire l'objet d'un choix très attentif.

Continuité : Chaque fois que des expériences sont lancées, il faut s'assurer de leur continuité. Cette dernière est en effet essentielle si l'on veut éviter que les élèves des classes expérimentales subissent des préjudices ; C'est pourquoi la poursuite des expériences au niveau scolaire suivant doit être garantie. Les expériences du degré maturité, en particulier, ne doivent compromettre ni l'accès à l'université ni le déroulement normal des études supérieures : les hautes écoles doivent donc mettre en place des structures d'accueil appropriées.

La continuité des expériences permet en outre d'accroître la validité des conclusions que l'on peut en tirer.

Extension : Les premières expériences permettent non seulement d'éprouver et de corriger les projets sur lesquels elles s'appuient, mais aussi de mettre en confiance les expérimentateurs. Ces derniers sont dès lors à même d'inciter d'autres enseignants à expérimenter à leur tour. Et c'est ainsi que la réforme peut s'étendre progressivement, dans la mesure où les maîtres ont pu se préparer à leurs nouvelles tâches et se convaincre du bien-fondé des renouvellements à opérer.

Législation : Dans le passé, l'introduction de nouvelles lois et règlements scolaires n'était généralement pas précédée d'une expérimentation méthodique et prolongée, car les changements étaient rarement notables. De nos jours, au contraire, les modifications sont d'une ampleur telle qu'on doit presque toujours passer par une phase expérimentale, suivant le processus décrit précédemment. En conséquence, des dispositions légales doivent prévoir de telles expériences, reconnaître leur nécessité et garantir leur fonctionnement.

Information sur les expériences

Information et formation du corps enseignant : Une information suivie et approfondie du corps enseignant est un facteur de coordination particulièrement efficace. Elle doit donc porter sur toutes les expériences réalisées, sur celles qui sont en cours ainsi que sur celles qui sont projetées. En outre, cette information doit être spécialement exploitée par les responsables des expériences, pour leur propre perfectionnement, ainsi qu'en vue de la formation des futurs expérimentateurs.

Information permanente de tous les milieux : Si l'information complète et continue des enseignants est une condition nécessaire au succès des réformes scolaires, elle n'est pas une condition suffisante. Il est donc primordial de renseigner un public aussi large que possible, et de manière bien différenciée, sur les réformes à entreprendre et sur les expériences en cours. C'est par ces expériences, en effet, que beaucoup de gens prendront mieux conscience de la nature des renouvellements envisagés et des avantages qui en découlent : ce qui permet de gagner leur adhésion.

SWEDEN

EXCERPTS FROM "U68 - HIGHER EDUCATION"

Proposals by the Swedish 1968 Educational Commission

Stockholm 1973, 93 p.

In 1968 the Swedish Minister of Education appointed a commission (The 1968 Educational Commission, U68) with the task of working out an overall plan for the future post-secondary education of the country, covering in particular its capacity, location and organisation. The main report of the commission (Högskolan, SOU 1973:2) was given to the Minister of Education in March, 1973. By its terms of reference, the Commission has had to consider all kinds of basic post-secondary education, excluding research training and research. The summary (Högskolan, Sammanfattning, SOU 1973:3) attached by the Commission to its report was also published in English. The following are excepts from the summary.

I. DEFINITION OF HIGHER EDUCATION

U68 starts from the premise that higher education is to prepare students from subsequent occupational activities. This has consequences for its capacity and organisation, and to some extent also its location. Obviously, it does not imply that every study unit in a university or college should be directly linked to an occupation. The intention is rather that the individual's basic education as a whole should prepare him for an occupation. In the opinion of the Commission, working life should constitute an important source of renewal for education, at the same time as education should function as an important instrument for the development of working life.

One of the functions of basic education, although this applies to a small proportion of students, is also to prepare for research training, and indirectly for professional activities as researchers. U68 considers contacts between basic education and research to be essential; this partly to promote a continuous renewal of educational content. It is desirable that such contacts be expanded to cover all higher education, e.g. by collaboration with research workers in the planning and realisation of instruction. In the Commission's opinion, the in-service training of teachers in higher education is an important aspect of such contacts.

The sub-division of higher education

U68 proposes that basic higher education be organised on educational programmes which can be general, local or individual. It is proposed that higher education should also be provided in the form of single courses. The present sub-division of universities and colleges into faculties and sections covers only part of the system now proposed. Since higher education is to prepare students for an occupation, the Commission proposes for basic higher education, a subdivision of the educational programmes into occupational training sectors. These sectors would thus replace the present faculties and sections in respect of basic education in the traditional field of higher education. Five sectors are proposed for training and education in respectively :

technology
administration and economics
medicine and social work
teaching
cultural work and information

The goals of higher education

Education is designed, by the development of knowledge, skills and attitudes on the part of students, to achieve certain more or less clearly established objectives. These objectives are promoted not only by the content of teaching and by working procedures, but by the capacity and location of educational facilities, the organisation of studies, rules on admission, the forms in which financial support for studies is provided, and the institutional organisation.

The Commission groups its views on the objectives of higher education under the headlines of

personality development
welfare development
democracy
internationalisation
social change.

To a large extent, the goals of higher education are the same as for other publicly provided education. Their special character stems from the age of the students, their previous education and other experience.

Recurrent education

The scale of adult education has greatly expanded in the past ten years. The emphasis, however, in the expansion of the Swedish educational system has been on the integrated upper secondary school, and such higher education as is more or less directly associated with this. In this context, the vocational elements have been moved forward to the later stages of education. The compulsory 9-year comprehensive school now provides education of a more general nature.

The Commission questions the wisdom, in future planning, of accepting these tendencies towards an increasingly long coherent period of introductory education, and a consistently more general education also beyond compulsory school level. Certain experiences of how schools function at present lead the Commission to recommend the development of patterns of recurrent education.

The educational organisation as such has an important bearing on the social selection which takes place within the education system. The present organisation with its emphasis on coherent education, tends to assign a decisive importance to choices made by schoolchildren. There is strong evidence that this is an essential factor underlying the distorted social distribution of the upper secondary school, with its overrepresentation of the first socio-economic group in the lines that most directly prepare pupils for the types of higher education most in demand.

Long coherent periods of education create problems in the relationships between education and working life, and the community at large. When the essential direction of studies is determined by choices made in the 9-year comprehensive school, often up to a decade before the student enter working life, the choice is obviously made without the knowledge of labour market conditions needed to offer reasonable assurance that job opportunities will be available on the conclusion of studies. This difficulty is aggravated by the rapid changes taking place on the labour market. As a rule, the student also has insufficient experience to be able to judge his own potential in relation to the demands of working life. In addition to this, the length of the coherent education period tends to screen students off from the community at large (both within their own country and internationally), and can tend to counteract efforts to establish contacts between the generations and between different groups of society.

Many students also feel a need to engage in working life, to take responsibility for themselves, and to participate in decisions affecting their own group. In such cases, the long coherent period of education can have less favourable consequences to their motivation to study.

To sum up, the Commission finds that the investment of new educational resources exclusively or mainly in higher education directly linked with the regular schools would not promote the educational objectives in an optimum manner. U68 recommends that planning be directed at the development of an educational organisation which will stimulate recurrent studies, primarily after completion of the upper secondary school. In this way periods of study will alternate with periods of occupational activity. However, the Commission does not propose that such alternation be arranged in uniform manner for all types of education, or for all students within one and the same kind of education. The intention, rather, should be to offer every individual a suitable pattern of education.

- Organisation of the upper secondary school

To permit a real choice, on the conclusion of the upper secondary school, between continued studies and work, every line of study at the upper secondary school should in principle prepare pupils both for further studies and for gainful employment to a greater extent than is now the case. However, the Commission considers it natural that such a reform be introduced only when sufficient experience has been gained from the upper secondary school introduced as from the academic year 1971/72. In the shorter term, the same objectives should be furthered by reducing the number of students on those upper secondary lines that do not prepare pupils for an occupation.

U68, which in the light of its discussion on recurrent education rejects for the planning period covered the idea of a compulsory upper secondary school, considers it an important aim to be able to offer all young people places at such a school. The Commission assumes that, in the latter Seventies, some ten percent of an annual cohort will enter the labour market immediately on conclusion of the 9-year compulsory comprehensive, and subsequently not seek other training in the upper secondary school than, possibly, brief special courses.

As regards the distribution of students over lines, U68 proposes that the proportion entering lines without a stated vocational objective be reduced from the present approx. 30 percent to approx. 25 percent of admission capacity. Such a change is well in line with present trends as regards the demand by students. The object is to contribute to a less fixed connection between choice of education in the upper secondary school and subsequent studies ; it is intended that a greater proportion than at present of students in higher education should come from the vocational lines of the upper secondary school, in many cases after a certain intervening period of occupational activity.

As regards the distribution over occupational training sectors, the Commission in view of its assessment of labour market conditions and other factors, proposes an increase in the technical sector and that aimed at nursing and allied activities.

- The organisation and capacity of higher studies

U68 proposes the following guidelines for the gradual change of post-secondary studies in the direction of recurrent education.

. A marked increase in the number of places on single courses. The latter should be restructured with a view to the needs of, among others, those already occupationally active.

. The development of shorter occupationally geared educational programmes on which further training can be based.

. The development of new educational programmes designed for those occupationally active. Such programmes can have the same goals as existing ones (e.g. the training of nurses and similar personnel as doctors) or lack any counterpart in the present system (e.g. short-cycle technical programmes).

. The development of terminal stages on the longer educational programmes, where this is suitable in view of labour market conditions. In this way, it is possible to create alternative routes of recurrent study.

- The location and distribution of higher education

With recurrent education, higher education will appeal to a considerably greater extent than at present to people who are tied by their occupational activities or families to a specific place, or its vicinity. U68 proposes that the permanent higher education organisation be expanded in one or more places in a total of 19 higher educational areas, and that forms of distribution be developed that can further decentralise the supply of such education.

Current attendance figures

Implementation of the Commission's proposals on capacity will have only a gradual effect on current attendance figures in basic higher education. By the academic year 1971/72, the total attendance figure is estimated to correspond to between 140,000 and 145,000 full-time students on educational programmes and in single courses. By 1983/84, the number of students on educational programmes is expected to be something over 150,000 if admission has for several years lain at the upper planning limit suggested by the Commission, and approx. 135,000 if admission has lain at the lower limit. On top of this we have those attending single courses, who are expected to correspond to approx. 35,000 full-time students. Realisation of the Commission's proposals can thus be expected to involve a total current attendance in basic higher education of between 170,000 and 190,000 in the academic year 1983/84.

II. THE ORGANISATION OF STUDIES

Educational programmes and courses

U68 proposes that basic higher education should normally be organised into educational programmes, which can be general, local or individual. It is proposed that general programmes of education be established by the Government, while local and individual educational programmes be set up by the local higher education authorities, in the case of an individual programme after application by the student.

A general educational programme is an education of varying length aimed at one or more occupational fields. Its emphasis is in a certain base field of education, and it is designed either as a fixed combination of courses or as basic education in that field, followed by courses in one or more principal

subjects, plus further courses of importance for the intended area of occupational activity. In the latter case, a given training in a base field can be used for different occupations, by combination with suitable courses. The educational programmes in question can then be divided into different variants.

The proposal on local and individual educational programmes is designed to meet needs that are not covered by the general programmes. They should constitute a field for local and individual initiative, and offer valuable experience for the creation of new general programmes. A local educational programme, the contents and organisation of which shall be decided entirely by the local higher education authorities, should normally be designed to meet the same requirements as a general programme.

By an individual educational programme is meant an education aimed at a specific sphere of activity, and with a specific main base content, in which the courses incorporated, and the order in which they are taken, are determined by the student.

U68 proposes that an educational programme should as a rule be constructed of courses giving credit points corresponding to estimated study time, one year of study equal to 40 points.

In certain cases an educational programme or variant can be followed in different ways. Each of these is termed a route. The student's choice of study route means using the resources of higher education in a specific way. There is no need to establish one's entire study route on commencing one's higher education, unless the educational programme chosen is a fixed combination of courses. By the terms of the Commission's proposals, however, the student is to report an initial programme of study indicating the structure of his studies during at least the first three terms.

Marks and degrees

The object of the more uniform organisation of studies proposed by U68 is partly to facilitate combinations between courses. It is of importance in this context that a uniform system of evaluation be used to indicate both the length of studies (the points system) and their results. The Commission starts from the fact that graded scales of marks, or honours, are now used in practically all basic higher education. U68 proposes that a single scale of marks should be applied in basic higher education with the marks Fail, Pass and Credit. For a given type of education, however, it should be possible to use only the marks Fail and Pass, in which case this would be indicated on the relevant certificate. In certain cases, e.g., in the training of artists, no marks are set. The Commission does not envisage any change in this respect.

The uniform organisation of studies envisaged also demands as uniform a documentation of completed studies as possible. In the opinion of the Commission, such documentation should relate - for students in educational programmes - to the programme, otherwise to courses. The Commission proposes that a person completing an educational programme or single course be given a certificate to this effect, stating the designation of the programme, the length of the education in question, the courses covered, and the marks awarded. It is not intended to use the term "degree", and the document should not contain titles associated with a basic higher education.

Short-cycle technical programmes

U68 considers it important that the supply of higher education be broadened to include educational programmes appealing primarily to categories of students that have not traditionally turned to universities and colleges.

In 1970, the Committee on Vocational Training presented its proposals on short-cycle technical programmes at higher education level, primarily for those who have undergone vocational training in upper secondary school and subsequently acquired experience of working life. In a supplementary directive, U68 has been requested to draft proposals on experimental activities with such programmes with the emphasis on industrial occupations (above all in the engineering industry).

U68's proposals on experimental activities are presented in a special report (SOU 1973:12). These proposals relate to training geared to the iron and steel industry, the clothing industry, the food industry, the paper and paperpulp industry, the wood industry, and the mechanical industry.

III. ADMISSION TO BASIC HIGHER EDUCATION

Considerations and proposals regarding restrictions in admission

The decision of Parliament in the spring of 1972 on the formal qualifications conferred by the upper secondary school means that higher education will in the future be linked to specific lines in the upper secondary school to a much lesser extent than now. The completion of two or more years of upper secondary studies of any kind will confer general qualification for higher studies, provided only that the student possesses knowledge corresponding to at least two years of Swedish and English in the upper secondary school. However, the essentially academic or vocational character of different lines, and the structure of the special qualifications required for higher education, mean that the organisation and capacity of the upper secondary school will continue to have a major bearing on the flow of students to higher education. Obviously, the structure of higher education will also play an important role in this respect. The creation of short-cycle technical programmes, for instance, can be expected to increase the demand for higher education among students from the most vocationally geared lines of the upper secondary school.

The Commission proposes a total limitation of admissions to higher education. It may be argued against such a limitation - quoting, for instance, experience of present higher education subject to a numerus clausus - that it means a risk of increased social distortion in the educational system. In the Commission's view, however, other measures are of greater importance in achieving a socially more even distribution of educational resources such as the following:

- Increased educational efforts, outside higher education, for adults who had only a brief period of schooling when young.
- Diversification of the supply of higher education, e.g., by the development of short-cycle programmes, particularly such with natural links with vocational lines at the upper secondary school (short-cycle technical programmes).
- Implementation of the rules, already approved in principle, on qualification and selection for admission to higher studies.
- Decentralised location of new educational facilities, and new forms of distribution and teaching in higher education.
- Educational and vocational guidance, and - in connection, for instance, with the provision of single courses - individual or group information.
- Financial aid and other social measures in connection with studies, to promote a more even distribution in respect of social background and sex.

All in all, U68 considers the chances of solving the problem of social distribution within the educational system to be more favourable if the total number of admissions is limited, than if both an open and a closed sector were to be retained in the future.

The possibility of choosing an education outside the educational programmes laid down by society will be preserved through the individual educational programmes, and opportunities for study in single courses. Even for these, however, the Commission recommends setting a fixed capacity.

Selection

It is not the task of U68 to propose rules on selection for higher education. Such questions are being studied by the Qualification Committee. U68, however, does discuss the question of selection, partly to emphasise certain aspects of this that relate to the Commission's proposals on the limitation of admission to all higher education, and to recurrent education.

Among other things, the Commission observes that if entirely uniform rules are applied for selection to all higher education, this can to some extent conflict with the effort to diversify higher education in such a way as to meet varying needs and individual ability and background. The Commission discusses a system in which a certain proportion of places on an educational programme would be filled on the basis of a uniform merit assessment common to all higher education. The remaining places can then be filled on other grounds of selection, in which, for instance, one includes knowledge and experience of particular value for the studies envisaged, or for subsequent occupational activities.

The crediting of experience from working life in the selection of students is particularly important in that it can stimulate recurrent education. However, the Commission does not recommend making a certain period of occupational experience a generally required qualification for admission to higher studies.

IV. INSTITUTIONAL ORGANISATION

General premises

The institutional organisation should offer opportunities for adequate contact between higher education and the society. The overall planning of higher education presupposes an interplay with public planning in other sectors. This applies particularly to other educational planning, e.g., for the upper secondary school and adult education. The fact that higher education prepares students for a job demands close contacts between the educational system and occupational life.

The general development of participation in management, and experimental activities with new forms of collaboration between students, teaching staff and other personnel at different types of teaching institutions, raises questions concerning the procedures for interplay between different groups in the organisation of higher education.

The effort to achieve, within a total resource limit, a balanced supply of higher education and the need for an efficient use of resources of e.g., staff, premises and equipment demand coherent quantitative planning in the higher education sector. With regard to the organisation of studies, a more uniform structure of higher education offers increased possibilities of combination and a better overall view, thus contributing to the diversification of higher education. It is important that the administrative structure should not hinder attempts to achieve an overall view in planning.

The Commission's proposals on the location of higher education facilities and the development of distribution procedures for higher education create a need for bodies responsible for the planning etc., of education within higher educational areas.

The local organisation

- The state institutions of higher education

For state higher education in each of the 19 higher educational areas, with the exception of agricultural colleges and the training of fire engineers and merchant naval officers, U68 proposes one joint organisation, covering where applicable also research and research training, under one board, the Board of Higher Education. Following the Commission's proposals, such institutions of higher education would be designated högskola (University or College) and would cover all personnel and material resources for the education concerned.

In the view of the Commission, the Board of Higher Education should be responsible within given frameworks for the local design of the institutional organisation. Implementation of the Commission's proposals would not presuppose any radical changes in existing educational and research environments. On the other hand, U68 sees the organisation proposed as an important framework for the gradual development and renewal of administrative and working procedures within the institutions of higher education.

- Institutes, service facilities and administrative units

U68 suggests that the units at which instruction and, where applicable, research take place should be called institutes. It is assumed that an institute will be able to carry through instruction within several educational programmes, and within different occupational training sectors.

Libraries, workshops, etc., can be incorporated in institutes, or form special units working jointly for all institutes, or for groups of institutes. U68 terms such units service facilities.

At higher education institutions providing also research and research training it will probably often prove suitable, as at present, to bring together the resources for research, research training, and basic education in one or more subject fields to form an institute. In this way it will be possible, for instance, to maintain existing forms of contact between basic education and research, and utilise resources in the most rational manner. In other cases, it can prove suitable to bring together the resources for research and research training in adjacent subject fields into an institute - which will have the character of a research centre - while assigning the resources for basic education to their own institutes.

In the view of the Commission, the Boards of Higher Education should be responsible for the division into institutes and service facilities. In conjunction, however, with the transition to the new organisation, local organisation committees should work out proposals on, for instance, this division of the future higher education institutions, and decisions to this end be made by the Government.

- Education committees and programme committees

U68 proposes that, at every institution of higher education, there should normally exist planning and administrative bodies for basic education, known as education committees, one for each occupational training sector represented at the institution by general educational programmes. The Commission further proposes that, below the education committees, there may exist programme committees responsible for educational programmes or groups of programmes. It is proposed that the Board of Higher Education be responsible for setting up programme committees on the proposals of education committees, and deciding on their main areas of responsibility. In addition to this, a practicable division of work between the education and programme committees could be achieved by delegation from the former to the latter.

It is proposed that the functions of the education and programme committees should be inter alia as follows:

. to review the content, organisation and capacity of education

. to draft, in collaboration with the institutes proposals on requests for grants to be submitted by the Board of Higher Education

. to draft budgets, or to establish budgets within frameworks set by the Board

. to follow and check the results of instruction, and take appropriate measures to solve arising problems

. to establish local plans for educational programmes, and course syllabuses

. to decide on exemption from formal requirements, and on the crediting of studies completed outside the programme in question

. to work out guidelines for educational and vocational guidance, and for local information on education

. to cooperate with the study funds committee.

U68 proposes that each education or programme committee should consist of some ten members, suggesting as a guideline for its composition one third teaching staff, one third students, and one third persons taken from occupational life, and where applicable, the municipal or county education system. It can be difficult to recruit representatives of working life for certain committees, and their composition must then be adapted to these circumstances. The exact composition of each committee should be laid down by the Board of Higher Education.

To ensure that the sphere of competency of each committee is covered as adequately as possible by its composition, the members of education and programme committees should be appointed by the Board of Higher Education. The Board, according to local conditions, should request proposals from relevant authorities, organisations or groups. The chairman should be specially appointed by the Board. If suitable, the chairman should be able to function as executive member, and in principle be employed on a full-time basis for this purpose.

- The Board of Higher Education

As already mentioned, U68 proposes the creation of a board for the main part of the state organisation of higher education in each higher educational area.

By the terms of the Commission's proposals, the Board of Higher Education will be responsible for the administration of all resources for higher education activities, and for the planning of resources common to the institution's various branches of activity.

It is intended that the Board of Higher Education should carry overall responsibility for activities, and for the planning of the institution as a whole. However, the Commission's proposals imply that the status of a Board of Higher Education will not be entirely the same in respect of research and research training (where applicable) as with regard to basic education.

It is thus proposed that the Board of Higher Education bear the overall responsibility for planning the capacity and general structure of basic education at large. This involves, among other things, responsibility for decentralised higher education within the higher educational area, primarily in the form of single courses. U68 proposes that the Board should present annual budgetary requests for basic education, on the basis of proposals from the bodies primarily responsible for the planning of education, namely the education committees.

On the other hand, the Commission proposes no change as regards responsibility for the planning of research, and research training. As at present, the annual budgetary requests would be submitted to the central authorities by the faculty or section bodies, as would proposals on the subject content of professorships. The Board of Higher Education should make statements on these questions in its capacity as the body responsible for the overall resources of the institution of higher education.

It is proposed that a Board of Higher Education should have some ten members, appointed by the Government after proposals have been duly requested from the relevant authorities and organisations etc. In the Commission's view, the majority of the Board should be representatives of public interests. U68

suggests the following guidelines for the composition of the board:

- Six members who represent public interests, and are appointed with regard to inter alia the importance of connections with regional and local bodies, and with occupational life.
- Two representatives of education, and where applicable research. These members should be teaching personnel, one of them also Rector of the institution, the other its Prorector.
- One representative of the staff (all categories).
- One representative of the student body.
- The administrative manager, if such a post exists.

The Commission assumes that - as is now the case at e.g. the universities - a Rector's Office, consisting at the larger institutions of the Rector and administrative manager, will exercise continuous superintendence of activities and function as the executive body. By the terms of the Commission's proposals, the Rector and Prorector will be appointed on the proposal of the Board of Higher Education, from candidates nominated by an assembly consisting of the staff and students of the institution.

The central organisation

The effort to coordinate educational planning that underlies the Commission's proposals on local organisation motivates, also at government office level, as coherent a system as possible. Such an organisation should cover state, county and municipal higher education within the sphere of the Ministry of Education. The Commission proposes that government-level administrative duties for practically all state higher education be assigned to a new office, which the Commission terms the Office of the Swedish Universities and Colleges.

U68 proposes that the new Office should be led by a Governing Board appointed by the Government and consisting, apart from the executive management, of representatives of public and private activities that have connections to higher education, and of the employees and students. In composing the board, consideration should be paid to the needs of both basic higher education and research and research training, and an effort should be made to establish ties with different societal and occupational sectors.

To be able to discharge its duties in respect of planning and development, the Office will require the participation of a much wider range of persons associated with different occupational and educational sectors, and fields of research, than can be contained within its board, and among its permanent staff. U68 therefore proposes an organisation with five Educational Planning Boards, one for each occupational training sector.

The members of these should be appointed by the Government, and represent among others, employers and employees within the relevant occupational sector, state authorities concerned with this sector or responsible for related education, teaching and research staff active at institutions of higher education, other employees, and the students.

The grants system and the organisation of staff

The Commission considers it natural that the Government's allocation of resources for higher education activities should be by objective. The grants system should therefore be based fundamentally on the sub-division of activities into sectors, not on the sub-division into institutions of higher education etc.

- Grants for basic higher education

The resource requirements of each of the general educational programmes that will be created by the terms of the Commission's proposals will provide a natural starting point for calculation of the new sector grants for basic education. Gradually, one should here arrive at standard patterns for the calculation of educational costs, patterns that can be used in local and central planning and budgeting. In this context, allowance must be made for the fact that conditions can vary as between institutions of higher education of different types.

As previously, Parliament and Government should indicate the number of training places per programme or group of programmes for which funds are allocated. The Government or the Office of the Swedish Universities and Colleges on the authority of the Government, should distribute the funds allocated under each sector grant over individual institutions of higher education. Within the framework set, the local higher education authorities should in principle be free to distribute funds over the relevant programmes.

Funds for local and individual educational programmes - which, says the Commission, are difficult to distribute in advance over occupational training sectors - should be allocated under a special grant. Such steering as the Government may wish to exercise can be achieved by fairly general guidelines, and the university or college in question will otherwise be free to decide how funds should be used. The same system should be applied in the case of funds for single courses, which should also be provided under a special grant.

- Duties of teaching staff

The freedom proposed by the Commission in the use of total teaching resources is an important factor in promoting the desired contacts between research/research training and basic higher education. From the standpoint of both higher education activities and the individual teacher, it can be both necessary and desirable that a professor, for instance, should work with basic teaching and a university lecturer with research training. It is important to improve the formal opportunities for teachers employed mainly in basic higher education to assume duties in research training.

Such exchanges of working duties can be arranged most simply within the framework of the individual institute, if the institute is common to both types of activity. Exchanges between institutes within a university or college should be arranged by decision of the Board of Higher Education, at the suggestion of those concerned, or after they have been heard.

Similar exchanges between different institutions of higher education are of great importance for the research contacts of the smaller institutions, and their teaching staff. The need for funds for such exchanges should be considered in the calculation of grants for basic higher education. A general condition for changes of the type here discussed should be that decisions are made with the full understanding of the teaching staff concerned.

A more active contact with research is also of great importance for teachers working entirely or primarily in basic higher education. U68 proposes that it should be possible for the individual teacher to have his teaching duties concentrated in time, to permit coherent periods of research. The Board of Higher Education should be able in the case of teachers with the required basic scientific competency, to make such redistributions in time within the given total framework.

PAYS-BAS

AVANT-PROJET DE LOI RELATIF AU DEVELOPPEMENT DE L'ENSEIGNEMENT SUPERIEUR

Pièces imprimées 1972-1973, 11697, N° 4.

EXTRAITS DU RESUME EN FRANCAIS PREPARE PAR LE MINISTRE DE L'EDUCATION ET DE LA SCIENCE

"L'avant-projet de loi relatif au développement de l'enseignement supérieur" qui a été envoyé en mai 1973 à un grand nombre d'organisations pour qu'elles donnent leur avis, fait suite aux mémorandums ministériels publiés en 1972 sous le titre "En route vers l'enseignement supérieur nouveau style". Il ressortait des commentaires sur ces mémorandums que plus de clarté était souhaitée sur les objectifs à longue échéance. L'actuel avant-projet de loi avec le mémorandum explicatif essaie d'y satisfaire. La discussion reste ouverte.

I. OBJECTIFS A LONGUE ECHEANCE

A longue échéance la politique tend à répondre au besoin croissant de participation à l'enseignement tertiaire, et à stimuler sa différenciation. La plus grande hétérogénéité des futurs étudiants doit mener à un enseignement tertiaire différencié dans le temps, dans son orientation et dans sa nature. En même temps, la politique doit rester attentive à la détection de talents cachés et à la correction de choix d'étude socialement déterminés.

Dans la discussion autour de la demande d'enseignement supérieur des individus et le besoin qu'a la société de certifié de certaines disciplines, la demande individuelle devra en général prévaloir. La publication régulière d'estimations de ce besoin pourra orienter la demande personnelle.

La période de base dans l'enseignement tertiaire pourra être réduite, en édifiant en même temps un système de perfectionnement. En réduisant la période de base et en la faisant suivre par un système de perfectionnement "à vie", il est possible de maîtriser le coût de l'enseignement tertiaire. En principe, cette "éducation récurrente" pourra être payée par le bénéficiaire ou son employeur. Une différenciation progressive permettra à un plus grand nombre d'étudiants de fréquenter des formes d'enseignement tertiaire où il n'est pas pratiqué, par définition, de recherche scientifique. Ces formes sont moins coûteuses que l'enseignement universitaire actuel, où chaque enseignant consacre environ 40 pour cent de son temps à la recherche.

II. DIFFERENCIATION DE PROGRAMMES

La différenciation de programmes implique :

- une plus grande diversité dans les programmes de l'enseignement tertiaire ;
- une variation dans l'âge des participants à l'enseignement tertiaire ;
- un changement dans les méthodes de transfert des connaissances.

Il existe un nombre considérable d'entraves (surtout historiques) à la diversité des programmes.

Dans ce contexte il est nécessaire d'examiner dans quelle mesure la fondation d'une "université ouverte" néerlandaise pourra contribuer à permettre l'expansion de l'enseignement tertiaire. Dans la situation donnée, l'université ouverte devra premièrement répondre au désir de trouver une institution d'enseignement tertiaire utilisant d'autres méthodes que les traditionnelles et atteignant par là des groupes pour qui les institutions existantes offrent trop peu de ressources. Il faut surtout penser à ceux qui ont préféré d'abord un emploi et désirent le combiner avec des études.

III. CONTRAT DE COOPERATION ET ORGANISME COMMUN

Toutes sortes d'écoles de l'enseignement professionnel supérieur pourront sur la base du volontariat coopérer à l'avenir avec des institutions d'enseignement universitaire. Un tel "contrat de coopération" s'impose surtout pour les écoles de l'enseignement technique supérieur, l'enseignement agricole supérieur, l'enseignement économique et administratif supérieur, l'enseignement socio-pédagogique et la formation du personnel enseignant de l'école secondaire.

Le "contrat de coopération" pourvoit à la création d'un "organisme commun" entre les parties. Cet organisme porte la responsabilité de la réalisation pratique de la coordination de l'enseignement entre les institutions d'enseignement universitaire et l'enseignement professionnel supérieur en question.

Il est constitué sur une base paritaire. Les parties décident elles-mêmes de la composition de leur délégation. Il est en tout cas recommandé de déléguer des personnes de compétence administrative aussi bien qu'éducative.

La coordination de l'enseignement doit au moins satisfaire aux deux objectifs suivants :

- délimiter les tâches spécifiques des domaines de l'enseignement universitaire d'un côté et de l'enseignement professionnel supérieur de l'autre par la connaissance et l'évaluation des programmes et méthodes réciproques ;
- faciliter l'accès mutuel des étudiants à l'enseignement.

IV. DUREE DES COURS ET DIPLOMES

Tout comme le projet de loi portant restructuration de l'enseignement universitaire, l'avant-projet relatif au développement de l'enseignement supérieur part d'une division du plan d'études d'une institution en deux phases : une pour l'examen propédeutique et une pour le premier diplôme académique (baccalauréat). La durée des cours de la phase propédeutique est d'au moins une année. Celle de la phase jusqu'au baccalauréat d'au maximum trois ans. La durée totale des cours des deux phases ne doit pas dépasser quatre ans.

Les examens du doctorat confèrent un titre. Si une école d'enseignement professionnel supérieur se lie avec une institution d'enseignement supérieur, un titre devra également être conféré à ses étudiants. Cela s'impose d'autant plus que le titre d'"ing." vient d'être conféré aux étudiants sortant des écoles supérieures techniques et agricoles. On propose le titre de "baccalaureus", abrégé 'bc' devant le nom propre. Cette qualification distingue de façon adéquate nature et objectif d'une institution d'enseignement supérieur de la préparation au doctorat telle qu'elle se pratique dans les universités. En outre, cette qualification et ce titre se comprennent et se traduisent facilement dans le cadre international.

Finalement, tous les étudiants qui détiennent un diplôme final d'une école d'enseignement présupérieur ou d'enseignement secondaire supérieur de formation générale avec les deux disciplines obligatoires, obtiennent le droit d'accès à une institution d'enseignement supérieur. Jusqu'alors, ces étudiants étaient seulement "admissibles" aux écoles d'enseignement professionnel supérieur. Cela veut dire que ces écoles pouvaient leur refuser l'accès, par exemple par manque de place.